

Professional Teaching Standards Certification for Educational Leaders program or the 2008 Interstate School Leaders Licensure Consortium Standards); and

“(B) improve the knowledge and skills of school principals and other school leaders in—

“(i) planning and articulating a shared and clear schoolwide direction, vision, and strategy for achieving high standards of student performance;

“(ii) identifying and implementing the activities and rigorous student curriculum and assessments necessary for achieving such standards of performance;

“(iii) managing and supporting a collaborative culture of ongoing learning and professional development and ensuring quality evidence of classroom practice (including shared or distributive leadership and providing timely and constructive feedback to teachers to improve student learning and strengthen classroom practice);

“(iv) communicating and engaging parents, families, and local communities and organizations (including engaging in partnerships among elementary schools, secondary schools, and institutions of higher education to ensure the vertical alignment of student learning outcomes);

“(v) collecting, analyzing, and utilizing data and other tangible evidence of student learning and classroom practice (including the use of formative and summative assessments) to—

“(I) guide decisions and actions for continuous instructional improvement; and

“(II) ensure performance accountability;

“(vi) managing resources and school time to ensure a safe and effective student learning environment; and

“(vii) designing and implementing strategies for differentiated instruction and effectively identifying and educating diverse learners, including children with disabilities and English language learners;

“(5)(A) create or enhance opportunities for teachers to assume new school leadership roles and responsibilities, including—

“(i) serving as mentors, instructional coaches, or master teachers; or

“(ii) assuming increased responsibility for professional development activities, curriculum development, or school improvement and leadership activities; and

“(B) provide training for teachers who assume such school leadership roles and responsibilities; and

“(6) provide significant and sustainable stipends above a teacher's base salary for teachers that serve as mentors, instructional coaches, teacher leaders, or evaluators under the programs described in this subsection.

“(b) SURVEY.—A local educational agency receiving a subgrant under this part shall conduct a valid and reliable full population survey of teaching and learning, at the school and local educational agency level, and include, as topics in the survey, not less than the following elements essential to improving student learning and retaining effective teachers:

“(1) Instructional planning time.

“(2) School leadership.

“(3) Decision-making processes.

“(4) Teacher professional development.

“(5) Facilities and resources, including the school library.

“(6) Beginning teacher induction.

“(7) School safety and environment.

“(c) INTEGRATION AND ALIGNMENT.—The system described in subsection (a) shall—

“(1) integrate and align all of the activities described in such subsection;

“(2) be informed by, and integrated with, the results of the survey described in subsection (b);

“(3) be aligned with the State's school improvement efforts under sections 1116 and 1117; and

“(4) be aligned with the programs funded under title II of the Higher Education Act of 1965 and other professional development programs authorized under this Act.

“(d) ELIGIBLE ENTITIES.—The assistance required to be provided under this section may be provided—

“(1) by the local educational agency; or

“(2) by the local educational agency, in collaboration with—

“(A) the State educational agency;

“(B) an institution of higher education;

“(C) a nonprofit organization;

“(D) a teacher organization;

“(E) a principal or school leader organization;

“(F) an educational service agency;

“(G) a teaching residency program; or

“(H) another nonprofit entity with experience in helping schools improve student achievement.

“SEC. 2503. PROGRAM EVALUATION.

“(a) IN GENERAL.—Each program required under section 2502(a) shall include a formal evaluation system to determine, at a minimum, the effectiveness of each such program on—

“(1) student learning;

“(2) retaining teachers and principals, including differentiating the retainment data by profession and by the level of performance of the teachers and principals, based on the evaluation system described in section 2502(a)(3);

“(3) teacher, principal, and other school leader practice, which shall include, for teachers and principals, practice measured by the teacher and principal evaluation system described in section 2502(a)(3);

“(4) student graduation rates, as applicable;

“(5) teaching, learning, and working conditions;

“(6) parent, family, and community involvement and satisfaction;

“(7) student attendance rates;

“(8) teacher and principal satisfaction; and

“(9) student behavior.

“(b) LOCAL EDUCATIONAL AGENCY AND SCHOOL EFFECTIVENESS.—The formal evaluation system described in subsection (a) shall also measure the effectiveness of the local educational agency and school in—

“(1) implementing the comprehensive induction program described in section 2502(a)(1);

“(2) implementing high-quality professional development described in section 2502(a)(2);

“(3) developing and implementing a rigorous, transparent, and equitable teacher and principal evaluation system described in section 2502(a)(3);

“(4) implementing mentoring, coaching, and professional development for school principals and other school leaders described in section 2502(a)(4);

“(5) ensuring that mentors, teachers, and schools are using data to inform instructional practices; and

“(6) ensuring that the comprehensive induction and high-quality mentoring required under section 2502(a)(1) and the high impact professional development required under section 2502(a)(2) are integrated and aligned with the State's school improvement efforts under sections 1116 and 1117.

“(c) CONDUCT OF EVALUATION.—The evaluation described in subsection (a) shall be—

“(1) conducted by the State, an institution of higher education, or an external agency that is experienced in conducting such evaluations; and

“(2) developed in collaboration with groups such as—

“(A) experienced educators with track records of success in the classroom;

“(B) institutions of higher education involved with teacher induction and professional development located within the State; and

“(C) local teacher, principal, and school leader organizations.

“(d) DISSEMINATION.—

“(1) IN GENERAL.—The results of the evaluation described in subsection (a) shall be submitted to the Secretary.

“(2) DISSEMINATION.—The Secretary shall make the results of each evaluation described in subsection (a) available to States, local educational agencies, and the public.

“SEC. 2504. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$1,000,000,000 for fiscal year 2011 and such sums as may be necessary for each succeeding fiscal year.”

By Mr. PRYOR:

S. 3243. A bill to require U.S. Customs and Border Protection to administer polygraph examinations to all applicants for law enforcement positions with U.S. Customs and Border Protection, to require U.S. Customs and Border Protection to complete all periodic background reinvestigations of certain law enforcement personnel, and for other purposes; to the Committee on Homeland Security and Governmental Affairs.

Mr. PRYOR. Mr. President, I rise today to discuss the related problems of corruption at the U.S. border with Mexico, turf wars between Federal investigators of corruption, and inadequate screening for corruption of law enforcement personnel. Solving these problems is crucial to ensuring we have a system that keeps drugs out, guns in, and maintains an effective defense against efforts by drug cartels to infiltrate parts of the Department of Homeland Security tasked with border security.

The Mexican cartels that dominate drug trafficking into the U.S. are sophisticated, ruthless, and well-funded. They operate widely in Mexico through bribery and corruption and smuggle up to \$25 billion of illegal drugs as well as people into the U.S. They also smuggle illegal guns and drug money back into Mexico. In 2009, drug violence in Mexico resulted in over 9,600 murders. Already this year there have been over 3,300 murders. Some of the illegal drugs and money goes to and through my State of Arkansas.

The cartels used to operate differently in the U.S. relying mostly on stealth and a U.S. distribution network that reportedly includes operations in an estimated 230 American cities. In my State, the network includes the cities of Little Rock, Fort Smith and Fayetteville. The heightened U.S. border defenses have put a squeeze on cartels. They have tried to regain an advantage by exporting to the U.S. their experience and success in bribing and corrupting government officials who can facilitate their business.

Today, I am introducing legislation and sending a letter with three other